

Warrenville Elementary

569 Howlandville Road
Warrenville, South Carolina 29851

Grades	K-5 Elementary School	
Enrollment	371 Students	
Principal	Joanne Skillman	803-663-4270
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	24	65	18	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes

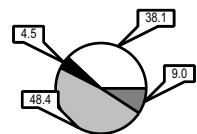
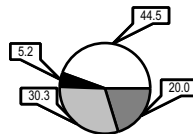
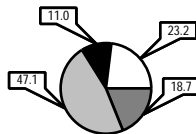
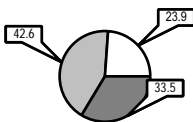
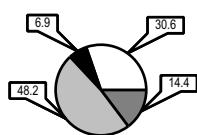
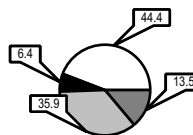
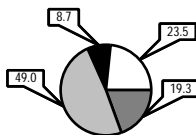
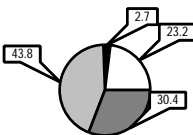
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	174	100.0	23.6	43.5	32.3	0.6	46.0	Yes	Yes
Gender									
Male	98	100.0	30.0	47.8	21.1	1.1	34.4		
Female	76	100.0	15.5	38.0	46.5	0.0	60.6		
Racial/Ethnic Group									
White	112	100.0	18.1	46.7	35.2	0.0	50.5	Yes	Yes
African American	56	100.0	34.6	36.5	26.9	1.9	36.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	147	100.0	19.3	44.4	36.3	0.0	51.9		
Disabled	27	100.0	46.2	38.5	11.5	3.8	15.4	I/S	I/S
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	173	100.0	23.6	43.5	32.3	0.6	46.0		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	171	100.0	23.1	43.8	32.5	0.6	46.3		
Socio-Economic Status									
Subsidized meals	120	100.0	29.9	45.8	23.4	0.9	38.3	Yes	Yes
Full-pay meals	54	100.0	11.1	38.9	50.0	0.0	61.1		

Mathematics – State Performance Objective = 36.7%									
All Students	174	100.0	23.0	47.2	18.0	11.8	45.3	Yes	Yes
Gender									
Male	98	100.0	28.9	42.2	16.7	12.2	43.3		
Female	76	100.0	15.5	53.5	19.7	11.3	47.9		
Racial/Ethnic Group									
White	112	100.0	18.1	49.5	18.1	14.3	51.4	Yes	Yes
African American	56	100.0	30.8	46.2	17.3	5.8	32.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	147	100.0	20.7	47.4	19.3	12.6	48.1		
Disabled	27	100.0	34.6	46.2	11.5	7.7	30.8	I/S	I/S
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	173	100.0	23.0	47.2	18.0	11.8	45.3		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	171	100.0	22.5	47.5	18.1	11.9	45.6		
Socio-Economic Status									
Subsidized meals	120	100.0	26.2	47.7	16.8	9.3	42.1	Yes	Yes
Full-pay meals	54	100.0	16.7	46.3	20.4	16.7	51.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	174	100.0	43.5	29.8	20.5	6.2	26.7
Gender							
Male	98	100.0	48.9	30.0	15.6	5.6	21.1
Female	76	100.0	36.6	29.6	26.8	7.0	33.8
Racial/Ethnic Group							
White	112	100.0	41.0	29.5	22.9	6.7	29.5
African American	56	100.0	50.0	30.8	15.4	3.8	19.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	147	100.0	42.2	28.9	23.0	5.9	28.9
Disabled	27	100.0	50.0	34.6	7.7	7.7	15.4
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	100.0	43.5	29.8	20.5	6.2	26.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	171	100.0	43.1	30.0	20.6	6.3	26.9
Socio-Economic Status							
Subsidized meals	120	100.0	49.5	29.9	15.9	4.7	20.6
Full-pay meals	54	100.0	31.5	29.6	29.6	9.3	38.9

Social Studies							
All Students	174	100.0	37.3	48.4	9.3	5.0	14.3
Gender							
Male	98	100.0	37.8	50.0	7.8	4.4	12.2
Female	76	100.0	36.6	46.5	11.3	5.6	16.9
Racial/Ethnic Group							
White	112	100.0	33.3	52.4	8.6	5.7	14.3
African American	56	100.0	46.2	40.4	9.6	3.8	13.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	147	100.0	37.0	47.4	10.4	5.2	15.6
Disabled	27	100.0	38.5	53.8	3.8	3.8	7.7
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	100.0	37.3	48.4	9.3	5.0	14.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	171	100.0	36.9	48.8	9.4	5.0	14.4
Socio-Economic Status							
Subsidized meals	120	100.0	42.1	50.5	4.7	2.8	7.5
Full-pay meals	54	100.0	27.8	44.4	18.5	9.3	27.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	100.0	16.9	33.9	42.4	6.8	49.2
	4	55	98.2	39.6	28.3	32.1	N/A	32.1
	5	82	100.0	27.2	56.8	16.0	N/A	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	15.3	33.9	50.8	0.0	50.8
	4	57	100.0	23.5	47.1	29.4	0.0	29.4
	5	53	100.0	35.6	48.9	15.6	0.0	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	100.0	27.1	55.9	15.3	1.7	16.9
	4	55	100.0	25.9	50.0	13.0	11.1	24.1
	5	82	100.0	21.0	46.9	22.2	9.9	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	23.7	50.8	20.3	5.1	25.4
	4	57	100.0	15.7	45.1	21.6	17.6	39.2
	5	53	100.0	31.1	44.4	13.3	11.1	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	45.8	33.9	20.3	0.0	20.3
	4	57	100.0	33.3	27.5	27.5	11.8	39.2
	5	53	100.0	55.6	28.9	11.1	4.4	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	23.7	62.7	6.8	6.8	13.6
	4	57	100.0	37.3	41.2	17.6	3.9	21.6
	5	53	100.0	57.8	37.8	2.2	2.2	4.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 371)				
First graders who attended full-day kindergarten	100.0%	Up from 90.2%	100.0%	100.0%
Retention rate	4.8%	Up from 3.8%	3.6%	3.0%
Attendance rate	95.3%	No change	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.5%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.5%	3.3%	3.2%
Eligible for gifted and talented	14.7%	Down from 18.9%	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Down from 4.4%	8.9%	8.2%
Older than usual for grade	0.3%	Down from 0.5%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	46.7%	Up from 42.9%	50.0%	52.6%
Continuing contract teachers	80.0%	Down from 82.1%	84.6%	83.3%
Highly qualified teachers	96.4%	Up from 96.0%	94.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 80.3%	87.0%	87.0%
Teacher attendance rate	94.1%	No change	94.8%	95.0%
Average teacher salary	\$40,445	Up 5.1%	\$41,125	\$41,703
Prof. development days/teacher	10.1 days	Down from 16.4 days	13.2 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.5%	Down from 88.6%	88.9%	89.8%
Dollars spent per pupil*	\$5,635	Down 0.8%	\$6,126	\$6,242
Percent of expenditures for teacher salaries*	64.0%	Down from 67.1%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 97.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Warrenville Elementary experienced a year of new programs and activities designed to improve our attendance rate and achievement levels. Small, all-boy classes in fourth and fifth grades were created in order to help the students reach grade level. The success of these two classes was evidenced by improved grades and a decrease in the number of discipline referrals. Of the twenty-four boys involved in the program, ninety-two percent succeeded in being promoted to the next grade level.

Students who were in attendance and who arrived punctually each day during a grading period were rewarded and recognized at formal awards ceremonies. This recognition helped to decrease the number of absences and tardies.

In-house staff development on various topics, along with teacher attendance at conferences, workshops and graduate level courses, contributed towards instructional improvement. Additional teachers earned graduate degrees and National Board Certification.

Community resources such as the Ruth Patrick Science Education Center, Savannah River Ecology Lab, and the Audubon Center conducted standards-based, hands-on lessons for most of our classes. Our students' worlds were also enriched with trips to various dramatic presentations and museums.

Several teachers, including a team of five, received grants in excess of \$50,000, adding considerable financial and technological resources for our school. Cash donations and matching corporate funds provided student and faculty incentives as well as instructional materials.

We look forward to another successful year filled with new learning experiences.

Lynne Harling, School Improvement Chair
Joanne Skillman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	47	43
Percent satisfied with learning environment	96.9%	59.6%	80.5%
Percent satisfied with social and physical environment	96.6%	66.0%	73.8%
Percent satisfied with school-home relations	58.1%	80.9%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.